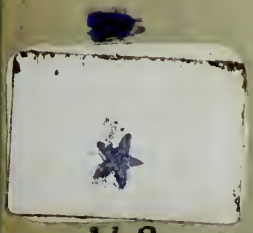
THE CALIFORNIA TEACHER



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THE

CALIFORNIA TEACHER.

SEPTEMBER, 1870.

Vol. VIII. SAN FRANCISCO. *No. 3.*

PUBLIC SCHOOLS OF ENGLAND.

BY DR. T. H. ROSE.

EDITOR TEACHER:—During the first week of the present month (July, 1870,) I sat in the galleries of the English House of Commons listening to debates on the Elementary Education Bill. National character has perhaps no such advantageus opportunity of exhibiting its peculiarities as is afforded by the freedom and fullness of parliamentary discussion. If we examine the speeches delivered in the House of Commons, the Corps Legislatif and Congress, respectively, we soon find ourselves on the track of national idiosyncrasies.

The discussions of the French Chamber, never deficient in point and incident, have lately been exceedingly lively. For instance: when M. Ollivier had the indiscretion lately to describe the recent Plebiscite as a French Sadowa, because it had given France the strength which Sadowa had conferred on Germany, he at once conjured the demon of epigrammatic ire, and both he and the president of Chamber found it impossible to lay the troublesome and time-wasting imp. M. Jules Favre arose to speak, but noisy tumult ensuing, he quitted the tribune with the parting shot, "I will not humble my dignity before your insolence!" Then arose a most frightful tumult. All the members of the right rushed from their seats, shook their fists and howled. The president rang his bell in vain. The members swarmed out of the house in great excitement, and the sitting was adjourned. Now, this scene was excessively Frenchy.

No such scene can occur in the British House of Commons. Here nothing is so unpardonable as to interrupt a speaker. No

one is intempestive. And the grandiloquent style so much in vogue in our American Congress has no place here. Parliamentary oratory is quite sober and business-like. "Invective," once said Disraeli, "is an ornament to debate." But it is evident that the House of Commons likes it in small quantities, rarely repeated.

As I said, the discussion ran upon the subject of elementary, free, public education. Of course I, as an American, engaged nearly all my life in educational matters, felt an unusual interest in the progress of the debate. The most troublesome point of the discussion was the Compulsory Education clause. Three degrees of compulsion were proposed—making it universal—throwing the responsibility on the Privy Council—and giving a discretion to the school boards. The last seemed most likely to carry, and may be termed "Permissive Compulsion."

It was argued against compulsory education that a poor man, hardly able to keep himself out of the work-house, was often dependent on the labor of his children for 30 per cent. of his weekly income. The proposed system would therefore condemn his children to starvation and himself to the work-house. It was wrong in principle and would not be accepted by the people. There were a million of people in England engaged in a daily struggle with pauperism; and was a man to be punished who strove to stave off pauperism by the labor of his children? It was the boast of every Englishman that his home was his castle. In the free city of Frankfort, in Germany, there was no compulsory law; yet the children were there as regular in their attendance as in any parts of Germany where the compulsory principle prevailed. The amount of police regulations to enforce compulsory attendance would be enormous. In Saxony, where compulsory education was brought into contact with the demands of labor, it was only by snatching a few hours when the children were wearied with their work that education could be given. The compulsory principle was only partially successful in Prussia itself. In Geneva there was no compulsion; yet education there was in as promising a condition as any other part of the continent. To say to a parent that he was not the master of his child, and must not have the entire disposal of that child's time, was new to the mind of the people of England. Parents would revolt at it. There would be apathy and indifference in some quarters, and direct and earnest opposition in others, for compliance was thoroughly opposed to the traditions and feelings of the people.

It was argued in favor of compulsory education, that the city of London was filled with children who had never known a touch of tenderness or heard a word of kindness, or had a thought of virtue instilled into their minds. Was it not the duty of the State to take such children from their parents and educate them? And was it not a national crime to leave them to grow up as vag-

rants and criminals? They were allowing their children to grow up to be inmates of prisons, work-houses and hospitals. Within a few yards, as it were, from the Parliament Houses there were thousands of children who never had any teaching but that of the streets, whose parents were to be found in the gin-houses; and yet the State neglected these children because, forsooth, it respected the "liberty of parents," and this thing was tolerated in the name of civil liberty, of paternal liberty and of paternal rights!

True, the first thing to be done was what they had to do in Switzerland and Germany—to clothe the children and make them decent to attend school; and this presented a large field of work for useful associations of women. It was a work that would soon be done by voluntary effort if the ulterior benefit of education were to follow. No country was more dependent than England upon the intelligence of the people; and it possessed a raw material which, if educated to the point of intelligence, temperance and thrift would make it far greater and happier than now. As a proof of the necessity of compulsion, it was mentioned that in Manchester some benevolent persons determined a few years ago to make an effort to give education to about 22,000 children who were idling about the streets, and were likely to bring up in the prisons and work-houses. About three-fourths attended at first, but gradually the number sank down to less than 10,000 in spite of all the encouragement offered them. There had been a system of compulsory attendance in the schools of Germany from the early period of the Reformation. No tyrannical government has adopted it. France, Spain, Italy and Prussia do not want it. But in all free countries, the conviction that their liberties, their security, their freedom of worship lay in the education of the people, induced the people to educate the masses.

The second point which stranded the House in its discussion of the Education Bill was that relating to the kind of religion to be taught in the schools. Of course the members of the Established Church of England were horrified to think that the teachings of that Church should not be allowed in all the schools. But the present House of Commons is less a church and state body than has been returned in modern times; and it is probable that sectarianism will not be allowed to get the control of the schools of the people, which would be a deplorable violation of the fundamental principles of religious liberty. There can be no objection to the use of the Bible, laying aside all catechisms, in public schools. For the Bible comes from God, and conveys to us the word of God, and the mind of God. But catechisms have been adopted from time to time by men, according to the passions or circumstances of the time.

One thing is certain: England must and will have a system of free public schools like our own; but it will be a work of time.

I am satisfied, from actual observation, that in matters pertaining to popular education, we are vastly ahead of England—as we are in most other things. It was interesting to me, as an American, to feel that we had made such noble progress in educational matters—to know that we were a quarter of a century ahead of the mother country. And I was amazed to see that great House of Commons floundering week after week upon matters which our people are so familiar with, and which the California Legislature would have dispatched in a week. I felt that Messrs. Fitzgerald and Swett could take that house and revolutionize it in one hour, speaking upon the subject of free, popular education. They seemed groping in the dark upon the subject, while within a few yards of the House were courts in which the children, poor, miserable, squalid and neglected, were as thick as flies in a sugar-cask—all without education or hope in the world.

NORMAL TRACT ON COMMON FRACTIONS.

BY BERNHARD MARKS.

BLACKBOARD EXERCISE—A.

$\frac{6}{8}$

1. Read the fraction.
2. What does it denote?
   Ans.—Six such parts as would be obtained by dividing a unit into eight equal parts.
   Or: Six equal parts such that eight of them would equal a unit.
3. What do we call the number *above* the line?
4. The number below the line?
5. Both numbers?
6. What does the denominator show?
7. The numerator?
8. Show the class how fractions result from Division.
9. Which term of the fraction is the Divdend? Which the Divisor?
10. What part of an example in Division expresses the value of a fraction?

BLACKBOARD EXERCISE—B.

[Preparatory to D.]

Make a *perception lesson* of this at first by dividing a circle on the board to illustrate the part.

1. Which is greater $\frac{1}{2}$ or $\frac{1}{4}$? $\frac{1}{3}$ or $\frac{1}{6}$? $\frac{2}{4}$ or $\frac{2}{5}$?
2. Which is greater $\frac{2}{3}$ or $\frac{1}{3}$? $\frac{3}{4}$ or $\frac{2}{4}$?
3. $\frac{2}{3}$ is how many times $\frac{1}{3}$? $\frac{3}{4}$ how many times $\frac{1}{4}$?
   $\frac{4}{5}$ how many times $\frac{2}{5}$? $\frac{6}{7}$ how many times $\frac{2}{7}$?
4. $\frac{1}{2}$ is how many times $\frac{1}{4}$? $\frac{1}{3}$ how many times $\frac{1}{6}$?
   $\frac{2}{3}$ how many times $\frac{2}{6}$? $\frac{3}{4}$ how many times $\frac{3}{8}$?
   $\frac{2}{3}$ how many times $\frac{2}{9}$? $\frac{3}{5}$ how many times $\frac{3}{15}$?
5. $\frac{1}{3}$ is what part of $\frac{2}{3}$? $\frac{1}{4}$ is what part of $\frac{3}{4}$?
   $\frac{2}{5}$ is what part of $\frac{6}{5}$? $\frac{2}{7}$ is what part of $\frac{8}{7}$?
   $\frac{3}{5}$ is what part of $\frac{9}{5}$? $\frac{2}{3}$ is what part of $\frac{10}{3}$?
6. $\frac{1}{4}$ is what part of $\frac{1}{2}$? $\frac{1}{6}$ is what part of $\frac{1}{3}$? of $\frac{1}{2}$?
   $\frac{2}{6}$ is what part of $\frac{2}{3}$? $\frac{2}{9}$ is what part of $\frac{2}{3}$?
   $\frac{3}{8}$ is what part of $\frac{3}{4}$? of $\frac{3}{2}$? $\frac{7}{10}$ is what part of $\frac{7}{5}$? of $\frac{7}{2}$?

BLACKBOARD EXERCISE—C.

[Preparatory to D.]

$\frac{4}{6}$

Multiply the numerator of this fraction by 2.

1. What new fraction have we?
2. How many times as many parts as before?
3. How does the size of *each part* compare with what it was before?
4. Then $\frac{8}{6}$ is how many times $\frac{4}{6}$?
5. Multiplying the numerator of the fraction by 2 has what effect upon its value?

$\frac{4}{6}$

Divide the numerator of this fraction by 2.

1. What new fraction have we?
2. What part of the number of parts we had at first?
3. How does the size of each part compare with what it was at first?
4. Then $\frac{2}{6}$ is what part of $\frac{4}{6}$?
5. Dividing the numerator of the fraction by 2 has what effect upon its value?

$\frac{4}{6}$

Multiply the denominator of this fraction by 2.

1. What new fraction have we?

2. How does the number of parts compare with what it was before?
3. How does the size of each part compare with what it was at first?
4. Then $\frac{4}{12}$ is what part of $\frac{4}{6}$?
5. Multiplying the denominator of this fraction by 2 has what effect upon its value?

$$\frac{4}{6}$$

Divide the denominator of this fraction by 2.

1. What new fraction have we?
2. How does the number of parts compare with what it was before?
3. How does the size of each part compare with what it was before?
4. Then $\frac{4}{3}$ is how many times $\frac{4}{6}$?
5. Dividing the denominator of this fraction by 2 has what effect upon its value?

$$\frac{4}{6}$$

Multiply both terms of this fraction by 2.

1. What new fraction have we?
2. How many times as many parts as before?
3. Each part is reduced to what part of what it was before?
4. Then how does $\frac{8}{12}$ compare with $\frac{4}{6}$?
5. Multiplying both terms of this fraction by 2 has what effect upon its value?

$$\frac{4}{6}$$

Divide both terms of this fraction by 2.

1. What new fraction have we?
2. How does the number of parts compare with what it was before?
3. How does the size of each part compare with what it was before?
4. How does $\frac{2}{3}$ compare with $\frac{4}{6}$?
5. Dividing both terms of this fraction by 2 has what effect upon its value?

BLACKBOARD EXERCISE—D.

$$\frac{6}{8}$$

What is the effect upon the value of this fraction if the numerator be multiplied by 3?

2. Show how. *Ans.* Multiplying the numerator of the fraction $\frac{6}{8}$ by 3 gives $\frac{18}{8}$ for a result. This is 3 times as many parts as before, each part being of the same size. Therefore the fraction has been multiplied by 3.
3. What effect upon the value if the numerator be divided by 3?
4. Show how. *Ans.* Dividing the numerator of the fraction $\frac{6}{8}$ by 3 gives $\frac{2}{8}$ for a result, This is one third as many parts as before, each part being of the same size. Therefore the fraction has been divided by 3.
5. What effect upon the value if the denominator be multiplied by 3?
6. Show how. *Ans.* Multiplying the denominator of the fraction $\frac{6}{8}$ by 3 gives $\frac{6}{24}$ for a result. This is the same number of parts, each part being only one third as large as before. Therefore the fraction has been divided by 3.
7. What effect upon the value if the denominator be divided by 4?
8. Show how. *Ans.* Dividing the denominator of the fraction $\frac{6}{8}$ by 4 gives $\frac{6}{2}$ for a result. This is the same number of parts, each part being 4 times as large as before. Therefore the fraction has been multiplied by 4.
9. What effect upon the value if both terms be multiplied by 3?
10. Show how. *Ans.* Multiplying both terms of the fraction $\frac{6}{8}$ by 3 gives $\frac{18}{24}$ for a result. This expresses 3 times as many parts, each part only one third as large as before. Therefore the value has not been changed.
11. What effect upon the value if both terms be divided by 2?
12. Show how. *Ans.* Dividing both terms of the fraction $\frac{6}{8}$ by 2 gives $\frac{3}{4}$ for a result. This expresses one half as many parts as before, each part being twice as large. Therefore the value has not been changed.

BLACKBOARD EXERCISE—E.

1. What is the effect upon the value of a fraction if we *multiply* its numerator?
2. If we *divide* its numerator?
3. If we *multiply* its denominator?
4. If we *divide* its denominator?
5. Operating upon the *numerator*, how can we multiply a fraction? How divide it?
6. Operating upon the *denominator* of a fraction, how can we multiply it? How divide it?

7. In what two ways may we multiply a fraction?
8. In what two ways may we divide a fraction?
9. Why does multiplying the numerator of a fraction multiply its value?
10. Why does dividing the numerator of a fraction divide its value?
11. Why does multiplying the denominator of a fraction divide its value?
12. Why does dividing the denominator of a fraction multiply its value?
13. How does multiplying both terms of a fraction by the same number affect its value?
14. How does dividing both terms of a fraction by the same number affect its value?

SANTA CLARA COUNTY TEACHERS' INSTITUTE.

FIRST DAY.

The Santa Clara County Teachers' Institute met, pursuant to a call of the Superintendent, in the Public School House at Santa Clara, on Monday, June 27, 1870.

Superintendent N. Furlong called the Institute to order at 11 o'clock A.M. W. W. Kennedy was elected Secretary, *pro tem.* The chair appointed a committee of five on Permanent Organization, consisting of Messrs. C. B. Towle, J. B. Finch, J. H. Braly, W. T. Haley and J. S. White.

Adjourned to meet at 1 o'clock P.M.

AFTERNOON SESSION.

Institute met at 1 o'clock P.M., Superintendent N. Furlong in the chair. Minutes of previous meeting read and approved.

The committee on Permanent Organization made the following report:

The committee on Permanent Organization met and organized by electing C. B. Towle, of Santa Clara, Chairman, and J. B. Finch, of San Jose, Secretary. On motion,

Resolved, That the following officers be elected by the Institute: five Vice Presidents, a Secretary and an Assistant Secretary.

Resolved, That the following committees be appointed by the chair, viz: On Arrangements, three; on Text Books, three; on Introduction, one; on School Libraries, three; on School Records, three; on Questions, three; on Music, three; on Resolutions, three.

Resolved, That the daily sessions of the Institute be as follows: Morning session commence at 9:30 and close at 12 with a recess of fifteen minutes; afternoon session to commence at 1:30 and close at 4, with a recess of fifteen minutes; and the evening session to commence at 7:45.

The committee adjourned. C. B. TOWLE, Chairman.

J. B. FINCH, Secretary.

The report of the committee was received by the Institute and the committee discharged.

The Institute proceeded to the election of officers. W. W. Kennedy was elected Secretary and J. B. Finch Assistant Secretary. The chair was authorized to appoint the Vice Presidents.

The President then announced the following committees:

On Arrangements—Messrs. J. G. Kennedy, S. E. Shaw and Miss B. M. Lawrey.

Text Books—Messrs. J. B. Finch, J. O. Hawkins and George Furlong.

School Libraries—Messrs. S. McPherson, W. T. Haley and Miss Mary Shannon.

School Records—Messrs. C. B. Towle, C. H. Crowell and I. P. Henning.

Questions—Messrs. G. E. Lighthall, J. S. White and G. F. Baker.

Introduction—Mr. J. H. Braly.

Music—Messrs. G. E. Lighthall, C. B. Towle and Miss Ella L. Bassett.

Resolutions—Messrs. J. G. Kennedy, J. B. Finch and T. Whitehurst.

Adjourned to meet at 9:30 A.M., June 28.

Names of members in attendance.

Messrs. J. O. Hawkins, J. B. Finch, J. A. Hudson, G. Vaughn, V. J. Van Doren, Dan. McCray, Stephen McPherson, C. H. Crowell, Geo. Furlong, Geo. E. Lighthall, W. W. Kennedy, J. F. Kennedy, A. Perkins, N. Furlong, Jas. R. Johnson, J. G. Kennedy, C. B. Towle, G. W. Baker, S. E. Shaw, Howard House, W. T. Haley, D. Huber, M. D., Jas. S. White, J. A. Marlin, T. E. Kennedy, S. M. Swinnerton, J. G. Underwood. Jas. Rodgers, J. H. Braley, J. P. Taylor. Mrs. M. S. Cary, D. K. Crittenden, E. J. Bassett, A. A. Crowell, M. E. Martin, Maggie H. Dimmick, J. G. Underwood, C. E. Gabriel, E. S. Harris. Misses Ella L. Bassett, Flora E. Smith, Beatriee M. Lawrey, F. M. Price, Sallie B. Webb, A. Montgomery, Ruth E. Grewell, H. A. Lewis, Sarah A. Potter, Maggie H. Scott, Lucie Houghton, F. A. Wilcox, A. M. Stow, H. C. Folger, Mattie Peekham, Sarah A. Hynes, Maria A. Thomas, M. O. Meara, Mattie E. Logan, M. J. Gould, Annie P. Meek, Carrie Shaw, Mary A. Wright, R. M. Palmer, Lizzie Youngberg, Bertha Becknell, Katie Blythe. Dr. O. P. Fitzgerald, State Superintendent; Mr. Bernhard Marks and Prof. Knowlton, San Franeiseo.

SECOND DAY.

MORNING SESSION.

Institute met at 9½ o'clock. Superintendent Furlong on taking the chair congratulated the Institute upon meeting under such favorable auspiees. Song "Ameriea" by the Institute. The minutes of the two previous sessions were read and approved. Mr. G. E. Lighthall gave an exereise on Drawing, which was listened to with attention. There followed an interesting diseussion on Arithmetie, opened by Mr. J. B. Finch, and partieipated in by Messrs. N. Furlong, W. W. Kennedy, J. O. Hawkins and H. Saxe.

The Institute next enjoyed a recess of fifteen minutes.

An essay on "Educating" was read by W. W. Kennedy, followed by a short discussion on questions proposed by the committee. One of the questions was as follows: "Is it grammatically correct to say, 'The United States is at peace with foreign nations'?" All who expressed an opinion answered in the affirmative. Adjourned to meet at 1½ o'clock P.M.

AFTERNOON SESSION.

Institute met at half past one—Superintendent Furlong in the chair. Song—Duet—by Misses Lawrey and Bassett. Minutes of morning session read and approved. Dr. O. H. Huntley delivered an able and highly interesting lecture on the anatomy, physiology and hygeine of the digestive organs.

A recess of fifteen minutes seemed to be fully appreciated and enjoyed by all present. Miss Mary Shannon read a fine essay on "Self Knowledge."

The President called Mr. Hart to the chair.

J. G. Kennedy illustrated his plan of teaching Grammar, which was followed by a general discussion on the same subject participated in by many of the members; much interest was taken by all. The session closed with a song by Miss Sallie Webb.

Adjourned to meet at 7:45 P.M.

EVENING SESSION.

Institute met at 7:45 P.M.—Superintendent Furlong in the chair. Song—Duet—by Misses Lawrey and Bassett.

Dr. O. P. Fitzgerald, State Superintendent of Public Instruction, was introduced. Subject: "The Men Who Run Our Schools." His address was listened to with marked attention and received with bursts of applause.

Adjourned to meet as usual.

During the day the following additional members enrolled their names:

Miss Hettie B. Dibble, Susie Crenshaw, Maggie Fealy, Mary Shannon, Mary Merritt, Julia Merritt, Louisa Merritt, Jennie Merritt; Mr. C. H. Newton, Henry Behan, H. A. Saxe, V. C. Hart, P. Statton, G. F. Baker.

THIRD DAY.

Institute met at 10 A.M.—Superintendent Furlong in the chair. Opened with song by Miss Florence E. Wilcox. The minutes of the two previous meetings were read and approved.

The President introduced Prof. Newell, who addressed the Institute on the Subject of Music and was listened to with interest. He thought that the study of music was very much neglected and was afraid that it might be long before we gave music the time that its importance demanded. He thought the European plan of teaching music was much preferable to ours; children

were very much confused by the continual changing of the names of the notes. The same name should always be applied to the same line or space.

Mr. Bernhard Marks followed with his experience, and what he saw and heard while East, on teaching the same subject. He thought that it would not be more than three or four years till the promotions in our schools will depend as much on Music as on any other branch of study.

An interesting discussion on reading was opened by J. O. Hawkins, and participated in by Messrs. Towle, Saxe, Swineerton and others.

Recess being in order, all took an active part in the proceedings. Select reading by Miss Gussie Stowe closed the exercises of the morning. Adjourned to meet at 1:30 P.M.

AFTERNOON SESSION.

Institute opened at 1:30—Superintendent Furlong in the chair. Music—instrumental—by Miss A. Montgomery. Mr. Marks was introduced and proceeded to explain how to teach penmanship. He illustrated fully on the blackboard. Recess of fifteen minutes.

Song by Miss Hills. The committee on Records reported verbally, through their chairman, Mr. Towle. He dwelt on the importance of complete records and thought that they should be preserved by all districts. The report was received and the committee discharged, with the thanks of the Institute.

Mr. Crowell, of San Jose, discussed the subject of Geography in an amusing manner. He selected a class and gave a practical illustration of map drawing. The session closed with a declamation by Mr. Harry Varney. Adjourned to meet at 9½ A.M.

FOURTH DAY.

MORNING SESSION.

Institute met at 9½ o'clock, A.M. The Superintendent being absent the Secretary called the meeting to order, when Mr. C. H. Crowell was elected temporary chairman. Opened with song: "Hail Columbia," by the Institute. Minutes of the two previous sessions were read and approved.

On motion the order of exercises was postponed until the arrival of the next car from San Jose, and the question box was opened instead.

Question—How can communication between pupils by passing notes be prevented?

Answered by Messrs. J. S. White, C. H. Crowell, G. E. Lighthall, W. W. Kennedy and J. B. Finch.

Essay—"The Patrons of our Schools," by J. S. White.

By invitation the Rev. Dr. Briggs addressed the Institute on "How to Teach Morals in our Public Schools." He argued

that the only standard of morality is the Bible, and that it should be used in our schools. He was followed by Superintendent Furlong, who opposed its introduction, and S. M. Swinnerton who warmly favored the use of the Bible.

Recess was next declared to be in order; after which we listened to an essay—"Does the Heart Circulate the Blood?" by S. E. Shaw—remarks by several on the subject. Select reading—"Little Gretchen," by W. O. Swinnerton. Adjourned to meet at 1½ P.M.

AFTERNOON SESSION.

Institute met at 1.30—Superintendent A. Furlong in the chair.

Song—Solo—"Under the Daisies," by Miss B. M. Lawrey.

Minutes read, corrected and approved.

Select Reading—"The Wreck of the Pocahontas," by Miss M. J. Gould.

Mr. C. B. Towle gave a class exercise in Elocutionary Reading. Miss Florence Watkins and Mr. William Garwood each read several pieces. They did well. It was easily seen that they had received careful training and were capable of putting their instructions into practice.

The Institute took a recess of fifteen minutes, which came to a close long before any grew tired of the exercise. The Committee on Libraries made a report, which was received and the committee discharged. Followed by general remarks on the same by J. H. Braly, S. McPherson, C. B. Towle, W. W. Kenedy, J. A. Hudson, J. O. Hawkins and others.

J. S. White offered the following:

Resolved, That the State Appropriation of ten per cent. for the Library Fund should be discontinued.

The resolution was lost by a large majority.

The question box was next opened, when the following questions were answered:

1.—What is the gramatical distinction between the words "sit" and "set?"

2.—What is the object of "bid," in the sentence, "He bid him go?"

3.—A tree 64 feet high, standing on a level plane, is broken off so that the top, turning at the break as on a hinge, reaches the ground 32 feet from the base of the stump, at what height does it break?

Adjourned to meet at 7.45.

EVENING SESSION.

Institute met at 7.45—Superintendent Furlong in the chair. Music—instrumental—by Miss Ella L. Bassett. Prof. Knowlton was introduced and read "Bill and Joe;" also, "Courtin'." Both pieces were received with applause.

The Rev. Mr. Ames of San Jose was next introduced. He delivered an able and earnest lecture on "Education," which was received with marked interest.

To close the evening's entertainment Prof. Knowlton read "Chiquita," and "Katie Lee and Willie Gray," which were will received. Adjourned to meet as usual.

FIFTH DAY.

MORNING SESSION.

Institute met at 9.30. The Superintendent being absent, the Secretary called the meeting to order. Mr. W. T. Haley was elected chairman *pro tem.* Music—instrumental—by Miss Widney.

Minutes of two previous sessions read and approved.

Mr. S. M. Swinnerton gave a general talk on teachers and teaching, and was followed by Prof. Knowlton on the same subject. Recess followed with its usual lively accompaniments.

Mr. Malone and Prof. Knowlton occupied the remainder of the session in discussing the subject of Phonography. Adjourned to meet as usual.

AFTERNOON SESSION.

Institute met at 1.30—Superintendent Furlong in the chair. Song by Miss Merritt. Minutes of previons session read and approved. The Committee on Text-books could not agree—no report received. The Committee on Resolutions made the following report:

Resolved, That the Institute return thanks to the Santa Clara Board of Education, for the many favors they have received during the present session.

Resolved, That the thanks of the Institute are due to and are hereby tendered to Dr. Fitzgerald, State Superintendent, Rev. C. G. Ames, Bernhard Marks, Prof. Knowlton, Dr. O. H. Huntly, Mr. Malone, Rev. Dr. Briggs and Prof. Newell, who, by their efforts, have rendered our exercises pleasant and instructive.

Resolved, That we regard absence from the sessions of the Institute, unless occasioned by unavoidable circumstances, as unprofessional conduct on the part of teachers.

Resolved, That the thanks of the teachers are hereby tendered to the Superintendent, for the able, impartial and successful manner in which he has conducted the present Teachers' Institute.

The report was received and the committee discharged. On motion of Mr. Hart, the resolutions were acted upon separately, and were unanimously adopted as reported.

It was announced that Prof. Knowlton would entertain the members of the Institute and their friends at Varney's Hall, in San Jose, to be followed by a re-union, to commence at 8 P.M.

Adjourned. W. W. KENNEDY, Sec.

The evening entertainment was a grand success. The Rea ings were well received, and the re-union was all that could desired.

PLACER COUNTY TEACHERS' INSTITUTE.

The Placer County Teachers' Institute met, pursuant to a call of the Superintendent, May 17th, 1870. At 10 o'clock A.M. the Institute was called to order, and briefly addressed by Superintendent Kinkade.

The following named teachers present were enrolled:

Mr. A. H. Goodrich, Mr. W. H. Whitelaw, Mr. T. P. Ashbrook, Mr. J. L. Simpson, Mr. C. P. Reno, Mr. James Monier, Mr. H. N. Atkinson, Miss F. D. Sibley, Miss Mary A. Parlin, Miss M. M. Riddle, Miss Dora F. Walker, Miss Amanda J. Carter, Miss Fanny Cole, Miss Anna Canfield, Miss Annie Pitcher, Miss Ella Coffin, Miss Merrella Burk, Miss Carrie Green, Mrs. M. C. Rosboro, Mrs. S. J. Rogers, Mrs. E. H. Humphreys, Miss F. A. Woodruff, Mrs. M. E. Phelan, Miss C. Ella Jones, Mrs. E. E. Colvin and Mr. J. T. Darwin.

Mr. H. N. Atkinson was chosen Secretary, Miss Fanny Cole Assistant Secretary and Mr. A. H. Goodrich Vice President.

The following committees were appointed: On Order of Exercises—Miss M. M. Riddle and A. H. Goodrich. On Music—Mrs. E. H. Humphreys and Miss F. D. Sibley. On Introduction—Miss F. D. Sibley, Mrs. M. E. Phelan and A. H. Goodrich. On Resolutions—Miss M. M. Riddle, Mr. T. B. Ashbrook and H. N. Atkinson.

After many introductions, much merriment and a short discussion on the best order of exercises, the Institute adjourned.

AFTERNOON SESSION.

Institute opened with prayer by Rev. M. C. Rosboro. Mr. Ashbrook gave a class exercise in English grammar, which was followed by a discussion. Mr. A. H. Goodrich gave a class exercise in composition, beautifully illustrating his theory; and this was followed by several teachers illustrating their views on the subject. Adjourned.

SECOND DAY.

MORNING SESSION.

Institute met at 10 A.M.—Superintendent in the chair. Singing.

A lengthy and animated discussion took place on the question called by the Superintendent—Can Teaching be reduced to a science?—most of the teachers participating.

Mr. Ashbrook was again called and gave a class exercise in practical arithmetic. A discussion followed continuing to adjournment.

AFTERNOON SESSION.

Institute met at 1 P.M., and was opened by singing and prayer.

The following resolutions were introduced:

Resolved, That in the opinion of this Institute, Eaton's Arithmetics should be changed for Robinson's.

Carried. A resolution to change the Readers, after a lengthy discussion, was lost.

Miss Rosboro then, at request of the Superintendent, read several selections before the Institute, for which she received a vote of thanks. Miss Riddle next gave a very interesting and instructive class exercise in spelling. This was followed by discussion and other teachers giving their theories. Adjourned.

EVENING SESSION.

State Superintendent Hon. O. P. Fitzgerald made his appearance during class work before the board of examination, was introduced to the class and teachers present by Mr. A. H. Goodrich and Superintendent Kinkade, and at an evening session delivered a very eloquent and instructive lecture to the teachers and people of Auburn on the work of popular education.

THIRD DAY.

MORNING SESSION.

Institute met at 10 o'clock—Superintendent in the chair. Institute opened with singing. Prof. Spencer was present and introduced by the Superintendent.

Mr. Atkinson was called and gave a class exercise in Algebra, which was followed by a protracted discussion and illustrations of the Binomial theorem by Prof. Spencer, all of which was very interesting, ending by adjournment.

AFTERNOON SESSION.

Institute met at 1 o'clock P.M. Mrs. Humphreys gave a class exercise in geography. The subject was discussed and other teachers gave their theories.

The following question was then discussed: What is the best method for teachers to pursue in order to secure the co-operation of parents? Messrs. Goodrich, Ashbrook, Darwin, Atkinson, Misses Woodruff, Riddle, Mrs. Humphreys and Mr. Superintendent taking a lively part.

Mr. Goodrich gave a class exercise in mental arithmetic, which was followed by discussion and adjournment.

FOURTH DAY.

MORNING SESSION.

Institute met at 10 o'clock, A.M.—Superintendent in the chair. Mr. Goodrich gave a class exercise in physiology.

An earnest and lengthy discussion then took place on the best method of governing refractory pupils. This was carried on with spirit by Mrs. Humphreys, Mrs. Neal, Misses Woodruff, Cole, Riddle, Carter, Messrs. Goodrich, Ashbrook, Darwin, Reno, Atkinson, and terminated by Mr. Superintendent illustrating his theory of looking obstinate pupils out of countenance, and freezing out their indulgent, tender-hearted Pa's and Ma's—much merriment ensued. Adjourned.

AFTERNOON SESSION.

Institute met at 1 o'clock P.M. The following resolutions were adopted:

Resolved, that Mr. Rowell, proprietor of the Forest Hill Stage Line, is entitled to the thanks of this Institute for his kindness in passing teachers over his route at half-fare rate.

Resolved, That Hon. O. P. Fitzgerald, State Superintendent, is entitled to the hearty thanks of this Institute for his very able and instructive lecture on the work of popular education.

Resolved, That A. H. Goodrich is entitled to the thanks of the Institute for his efforts to make the Institute interesting and instructive.

Resolved, That the thanks of the Institute be presented to our County Superintendent for his efforts in the work of education, and for his bold and fearless stand in defense of the rights of teachers.

Following were many congratulatory speeches, concluding with a short and very beautiful closing address by the County Superintendent, in returning thanks to the teachers of the county and all present. Adjourned to meet in evening session, at 8 o'clock P.M.

EVENING SESSION.

Eight o'clock P.M.—Superintendent in the chair. A large and intelligent audience present. Essays were read by Mrs. E. H. Humphreys, Miss F. A. Woodruff and Miss Fanny Cole. Prof. Spencer then gave a class exercise in elocution, with many beautiful illustrations in reading, and the Institute adjourned, *sine die*. N. H. ATKINSON, Secretary.

In point of numbers the Institute was limited, but in enthusiasm and intelligence it was a decided success, and much good will result from its work.

For the convenience of teachers desiring examination, a session of the board was held each day; and we had a class of fourteen, out of which there was but one failure, and several obtained the most flattering percentage. Five first, and eight second grade certificates were granted.

Placer county can boast of many fine teachers and several veterans. JOHN T. KINKADE, Co. Supt.

[We regret that these proceedings were not received in time for our August Number.—EDS. T.]

MILLIE.

Twenty years ago, one bright, sweet, Summer morning, when the June roses were scenting the air, two pretty blue eyes opened for the first time on the green earth and the tinted sky, in the sombre old village of Woburn, Mass. I know where it lies—many a time I have stood on those wooded hills of Essex, whe the mists of the Merrimac were flooding the valley, and the glamour of the Indian Summer hung over all, and looked over towards the old town.

In Autum of '53 I took my last look from those heights, and started toward the setting sun. Then Millie was a three years' child—her large eyes full of wonder—her young soul full of gentleness and love for everybody and everything—she seemed even then to have the intuitive consciousness that

> "He prayeth best who loveth best
> All things, both great and small;
> For the dear Lord who loveth them,
> He made and loves us all."

And so she loved all. I seem to see her through the vista of years, standing by the hollyhocks, under the morning glories—

> "The sweetest flower that ever grew
> Beside a human door."

Giving out her incense of love. A few rosy summers—a few golden autumns glorified her little world there; a few snowy wreaths—a few April rains fell upon her young head; she, too, drifted with the great current, and came to womanhood—serene—calm—thoughtful—still loving—by the gates of this Western bay.

She sits looking into the future—not hopeful, for

> "Millions of spiritual beings round us move
> Both when we wake and when we sleep."

And the invisible faces that look into her eyes, are pale and thin. With Margaret in the tragedy she breathes "Here I and Sorrow Sit."

The strong right arm that had carried her so lovingly, like a lamb, through her happy childhood, lay paralyzed on Hawkins' Bar. The mountain torrent—yellow—turbid—bubbles forever in her ears, but the voice is still—under the pines; and the eyes, into which her young eyes first looked, the bosom on which her young head was first pillowed, is saddened; the heart that was her "life of life" beats slower, and she must stand up to do or die. The hour of her heroism has come, and she is ready. The purpose is formed—the resolution taken—the will asserts its power, though the flesh is weak; and, girding on her armor, she steps into the arena of conflict where duty calls, to wait for the opportunity. Hope lights her eyes and tones her nerves, and cords up her muscles and swells her heart, and the future *must*

be brighter. She waits yet; hours pass; days pass slowly; weeks pass heavily—they drag; but she waits patiently, for she sees Hope leaning on the anchor, and Faith, with her cross, looking upward—the celestial radiance on her face; so she presses down the rising heart, and waits—waits. She grows anxious, for the face of one whose name is *Want* looks over her shoulder always; the face looks beseechingly but silently into hers; it *pleads* with a silence that is eloquent, and she *must* succeed; they *must* listen to her, they *must* grant her petition. Why will they stop their ears and turn away? Why will they put gold into coffers that have never been empty, and leave her thin palms—so hungry?

Anxiety has grown to anguish; another pale face is by her side to-night, whose name is Sickness, and another Despair—and now her poor brain is wild, is wild—"Kate is crazed." She is loving still—in the terrible delirium—she puts her arms about the neck that had borne her burden so long, and says "I waited so long, mother, so long; I *thought* it would come—it will come, it will come."

"I have ships that went to sea,
More than fifty years ago;
None have yet come home to me,
But keep sailing to and fro.
I have seen them in my sleep,
Plunging through the shoreless deep,
With tattered sides and battered hulls,
While around them screamed the gulls,
Flying low, flying low."

"Do you know me, Millie?"—the fingers clinched firmer; the thin arms drew her closer and gave the answer, then again—

"If my ship that's out to sea,
Ever safely gets to me,
Mother, dear,
A grand lady you shall be;
And then, mother, we shall see
Those that scorned you so to-day—
Drove you harshly from their way,
Bow the head, and e'en the knee,
To you and me,
When my ship comes home from sea."

Then a touchingly sweet prayer, the conception of "a mind diseased," but couched in beautiful words, went up from the white lips; and then "'tis so long to wait—so long;" and then a flock of pretty children stand around—in air—and she talks to them; then a rest, then

"I have waited on the piers,
Gazing for them down the bay,
Days and nights for many years,
'Till I turned, heartsick, away:
But the pilots, when they land,
Stop and take me by the hand,
Saying, 'You will live to see,
Your proud ships come in from sea,
One and all, one all."

She faintly said, "I shall have a school to-morrow—to-morrow." Her eyes turned upward—she seemed to see something up there—"I shall come soon for you, dear mother," and the sad heart was still—the poor brain rested.

Millie's heroic work was done—brought to a sudden, almost tragic close. "The fever called living, was over at last." She did her best to drive the demon from the door, but fell in the hard duty. Her work is her only monument.

Standing by the spot where she lies, in the still morning, the heavy thunder of the surf on the Pacific shore seems to perpetuate forever the unrest of her short life. Millie had seen twenty years.

IN MEMORIAM.

LINES WRITTEN ON THE DEATH OF MARY J. HOLDEN, MEMBER OF THE SENIOR CLASS, STATE NORMAL SCHOOL.

Death, again, has called another
To the Father's tender fold,
A dear school-mate, a dear sister,
For her Lord and God to hold.

Little thought we when we parted,
Only two short weeks ago,
That her voice would soon be silenced,
And her body laid so low.

We shall miss her in the school-room,
As we gather day by day;
But we feel that she is happy,
Where the blessed angels stay.

Tearfully we look around us
To the seat she occupied—
Nevermore shall we behold her,
'Till we've reached the other side.

Like a fair, sweet flower she faded,
'Ere the bloom of youth had fled;
Now in bright celestial bowers,
She will evermore be led.

She has only gone before us
To that calm and sunny shore,
And at heaven's gate she'll meet us
When our voyaging is o'er.

Let us then be ever faithful,
And the still small voice obey,
So that we with her may gather
In the land of perfect day.

—A CLASSMATE.

TO THE TEACHERS AND PUPILS OF THE STATE NORMAL SCHOOL:—We, your committee appointed to draft resolutions concerning the death of our beloved friend and school-mate, Mary Jane Holden,

would respectfully submit the following preamble and resolutions:

Whereas, it has pleased Divine Providence to take from our midst one who was near and dear to us, one who shared our daily toils with cheerfulness and earnestness, and one who was kind and pleasant to all; while we deeply mourn her loss, we surrender all into the hands of that Infinite Being who seeth all things, and doeth all things well; and remembering her many virtues, we bow in humble submission to the decree that has taken from us our esteemed associate; therefore be it

Resolved, That in this sudden and unexpected loss of one cut down in the bloom of youth, we are deprived of a friend whose presence will no more enliven our school-room, whose sweet voice will sound no more to cheer us on, and whose departure has left vacant in our ranks a place that can never be filled.

Resolved, That we tender our heart-felt symyathy to the bereaved parents in their sad, irreparable loss, in the death of a daughter whose filial affection was beautifully portrayed in her respectful submission to her teachers.

Resolved, That, in token of respect for the departed, the desk lately occupied by her shall be draped in mourning, and shall be declared vacant for the current month; also, that all music, except sacred, be suspended from the exercises of the school during the ensuing week.

Resolved, That we will show our appreciation of the excellence of our departed class-mate by striving to imitate those virtues that secured for her the respect and affection of all who knew her.

Resolved, That a copy of these resolutions be sent to her parents, and also to the CALIFORNIA TEACHER, for publication.

DAN. LAMBERT,
JOHN RUDDOCK,
J. A. FILCHER,
MRS. MOORE,
ELLA RUSSELL,
CELINA CARRAU,
} Committee.

IMPROVED METHOD IN ARITHMETIC.

ZEM ZEM, Lake Co., July 14, 1870.

EDITORS CALIFORNIA TEACHER:—I notice some remarks in the TEACHER of July in respect to teaching arithmetic on the metrirical system, which met my hearty approval. But I think there is a rule for writing arithmetic by which an apt scholar will learn as much in ten *lessons* as he will by the old system in use at present in two years and ten months. If we are going to introduce a new system, let us consult with each other and compare our rules and select the best.

The rule of which I speak is called the system of analysis by cancellation. I have a few of those books patented in 1858. I went to school to the author in 1849, and have used it for twenty years. I have also used other methods, and find from experience that it is far superior to any that have yet come under my observation. The author does not claim to have introduced a *new* system, but to have improved materially on the old system, for which he was granted a patent. It throws everything into a compound fraction, compares terms of supposition with terms of demand, and reduces the fraction to its lowest terms by cancel-

lation. Cause and effect will teach the scholar on which side of the perpendicular line (used for separating the terms of supposition from the terms of demand) to place each set of terms. It is easily learned, and when once learned speaks for itself. It claims to work all problems which a person would be likely to come in contact with during the business transactions of life except those composing cube and square root, which we all know will not admit of cancellation. The old system first multiplies and then divides. The new system first divides and then multiplies, which greatly abbreviates the process. All we ask of teachers is to acquire a knowledge of it sufficient to judge impartially before they condemn it, and we have no fears of its success. But those who condemn without knowing (as some do) can have a chance to challenge the rule by applying to the undersigned; and those who wish to know more of it, and see a sample of the work, can get it by applying to the same person. I would give some examples, but I do not wish to crowd too much on the limits of the TEACHER; therefore I have advanced a few of the outlines, and will leave the body of the system until another time. T. JEFF. OWEN.

CALIFORNIA INSTITUTION FOR THE DEAF AND DUMB, AND THE BLIND.

As the time for reopening school is approaching, the Directors of the Institution desire to call the attention of the public to the provision made by the State for the education of all youth afflicted with deafness or blindness. A large and convenient building, an excellent corps of teachers, and suitable apparatus for the special instruction which such unfortunates require, enable the Directors to offer unusual facilities for accomplishing the benevolent purposes of the Institution. A large shop has been erected, where the pupils spend a portion of each day in acquiring a knowledge of some handicraft, by which they can support themselves after leaving the Institution.

To correct misapprehension, the public is informed that the Institution is not an Asylum, but an educational establishment, where pupils are admitted for purposes of instruction only; but all deaf and dumb, or blind persons, between the ages of six and twenty-one years, of sound mind and body, and residents of the State, will be received without charge save for clothing and traveling expenses.

Pupils from Nevada can be admitted by application to Hon. A. N. Fisher, Superintendent of Public Instruction in that State.

Any one who knows of persons afflicted with deafness or blindness, will confer a favor by addressing the Principal, WARRING WILKINSON, Oakland, Alameda Co., to whom all communications relating to the Institution should be directed, and who will be happy to give any information that may be desired.

Department of Public Instruction.

SEMI-ANNUAL APPORTIONMENT OF SCHOOL FUND.

Office of Controller of State,
Sacramento, California, Aug. 1, 1870.

To the Superintendent of Public Instruction of the State of California:

Sir: In accordance with the provisions of an Act to provide for a system of Common Schools, approved April 4th, 1870, I hereby report as follows:

The securities belonging to the Common School Fund consist of bonds of the State of California, bearing interest at seven per cent. per annum, held by the State Treasurer in trust for the School Fund, and amount to one million and twenty-nine thousand and five hundred ($1,029,500 00) dollars.

The amount of money in School Fund this day, subject to apportionment, is one hundred and sixteen thousand six hundred and ninety-nine and 48-100 ($116,699 48) dollars.

The statement showing the balance subject to apportionment is as follows:

One-half of amount received from poll taxes since Feb. 1, 1870		$18,399 58
Interest on State School Lands		46,333 64
Property tax (eight cents on each $100)		20,470 94
Interest on bonds held by State Treasurer		36,032 50
Total		$121,236 66
From which deduct as follows:		
Certificates of the Register of the State Land Office, of lands proved not to be the property of the State, received from County Treasurers	$ 337 18	
Amount paid for *California Teacher*	4,200 00	
		4,537 18
Amount subject to apportionment		$116,699 48

Very respectfully, your obedient servant,

ROB'T WATT, Controller,
By J. W. C. Coleman, Clerk.

APPORTIONMENT.

Total number of school census children, between five and fifteen years of age entitled to receive money, 112,743. Amount per child, $1 03.

Alameda County.—Alameda, 122; Alvarado, 98; Alviso, 39; Bay, 40; Brooklyn, 457; Centreville, 107; Cosmopolitan, 41; Eden Vale, 39; Encinal, 102; Enreka, 82; Laurel, 240; Lincoln, 35; Livermore, 113; Lockwood, 46; May, 44; Mission San José, 56; Mission Peak,—; Mowry's Landing, 44; Murray, 155; Oakland, 1,328; Ocean View, 102; Palmyra, 42; Peralta, 109; Pleasanton, 71; Redwood, 24; San Lorenzo, 90; Summit, 59; Sniol, 60; Temescal, 131; Townsend, 71; Union, 293; Vallecito, 49; Washington, 77; Warm Springs, 74. Total, 4,440: amount, $4,573 20.

ALPINE.—Everett, 27; Franklin, 11; Lincoln, 26; Webster, 22; Total, 86; amount, $88 58.

AMADOR.—Amador City, 80; Aqueduct City, 32; Buckeye Valley, 79; Buena Vista, 70; Clinton, 35; Copper Hill, 22; Drytown, 76; Fiddletown, 88; Franklin, 19; Forest Home, 29; Ione Valley, 90; Jackson, 193; Jackson Valley, 38; Lancha Plana, 80; Mountain Echo, 33; Mountain Sprlngs, 18; Milligan's, 45; Muletown, 51; New York Ranch, 40; Oneida, 78; Puckerville, 61; Pine Grove, 54; Sutter Creek, 253; Stony Creek, 18; Union, 85; Union Church, 28; Upper Rancheria, 38; Vanwincle, 7; Volcano, 40; Williams', 37; Willow Springs, 30; Washington, 85. Total, 1,872; amount, $1,928 16.

BUTTE.—Bangor, 39; Butte Valley, 84; Bidwell, 38; Cañon Creek, 35; Central House, 27; Cherokee 107; Chico, 334; Clipper Mills, 24; Dayton, 76; Delaplain, 67; Eureka; 42; Evansville, 39; Forbestown, 54; Hamilton, 43; Kimshew, 77; Live Oak, 42; Lone Tree, 29; Manzanita, 24; Meridian, 37; Messilla Valley, 41; Morris' Ravine, 22; Mountain Spring, 48; Mud Creek, 43; Oroville, 284; Oregon City, 37; Pine Creek, 60; Rio Seco, 67; Rock Creek, 42; Salem, 27; Sandy Gulch, 29; Stoneman, 10; Union, 16; Upham, 9; West Liberty, 25, Wyandott, 78; Wyman's Ravine, 43 Total, 2,099; amount, $2,161 97.

CALAVERAS.—Angels, 198; Altaville, 89; Brushville, 89; Black Hills, 26; Camanche, 89; Campo Seco, 88; Cave City, 53; Chili Gulch, 80; Copperopolis, 156; Douglas Flat, 42; Eureka, 45; Fourth Crossing, 72; Mokelumne Hill, 192; Mosquito Gulch,20; Murphy's, 181; Negro Gulch, 51; Petersburg, 74; Pleasant Springs, 14 [by error in last, $29 54 due Pleasant Springs District]; San Andreas, 161; Salt Spring Valley, 25; Sheep Ranch, 28; Telegraph City, 65; Upper Calaveritas, 60; Union, 38; Vallecito, 76; West Point, 81; Washington Ranch, 53; Spring Valley, 57. Total, 2,193; amount, $2,258 79.

COLUSA.—Butte Creek, 18; Bridgeport, 33; Colusa, 210; Dry Slough, 60; Franklin, 102; Freshwater, 49; Grand Island, 63; Grindstone, 53; Indian Valley, 87; Jackson, 23; Marion 39; Princeton, 38; Plaza, 48; Stony Creek, 58; Union, 35; Washington, 32. Total, 939; amount, $967 17.

CONTRA COSTA.—Alamo, 45; Amador, 27; Antioch, 128; Bay Point, 44; Carbondale, 94; Central, 64; Danville, 30; Excelsior, 73; Eden Plain, 61; Green Valley, 43; Iron House, 35; Lafayette, 42; Liberty, 79; Lime Quarry, 64; Lone Tree, 50; Martinez, 184; Moraga, 42; Morgan Territory, 36; Mount Diablo, 92; Mount Pleasant, 92; Oak Grove, 67; Pinole, 81; Pleasant Hill, 36; Pacheco 210; Rodeo Valley, 84; San Ramon, 38; San Pablo, 193; Somersville, 149; Tassajara, 35; Willson Springs, 44; Sycamore, 35. Total, 2,297; amount, $2,365 91.

DEL NORTE.—Crescent, 149; Rowdy Creek, 28; Bradford, 33; Happy Camp, 22; Ocean 14. Total, 246; amount, $253 38.

EL DORADO.—Buckeye Flat, 76; Bear Creek, 21; Blair's, 61; Carson Creek, 28; Cold Spring, 44; Coloma, 123; Coon Hollow, 71; Diamond Springs, 99; El Dorado, 153; French Creek, 49; Garden Valley, 33; Georgetown, 144; Greenwood, 43; Green Valley, 50, Gold Hill, 53; Indian Diggings, 41; Jay Hawk, 64; Kelsey, 55; Latrobe, 81; Missouri Flat, 23; Mountain, 31; Mount Aukum, 48; Mosquito, 14; Natoma (part of), 11; Negro Hill, 17; Newtown, 28; Oak Hill, 69; Pilot Hill, 33; Placerville, 401; Pleasant Valley, 44; Reservoir, 76; Salmon Falls, 44; Smith's Flat, 43; Spanish Dry Diggings, 36; Tennessee, 48; United, 44; Uniontown, 57; Wild Goose, 12. Total, 2,348; amount, $2,418 44.

FRESNO.—Alabama, 29; Chowchilla, 63; Dry Creek, 56; Fancher, 98; Fresno, 47; Hazleton, 104; Kingston, 57; Lake, 43; Millerton, 98; Mississippi, 24; New Idria, 79; Scottsburg, 70. Total, 768; amount, $791 04.

HUMBOLDT.—Union, 238; Eureka, 330; Bucksport, 96; Table Bluff, 85; Slide, 45; Eel River, 71; Hydesville, 116; Van Duzen, 37; Grizzly Bluff, 71; Island, 55; Ferndale, 62; Centerville, 16; Bear River, 28; Mattole, 102; Yager Creek, 27; Knealan's Prairie, 16. Total, 1,395; amount, $1,436 85.

INYO.—Independence, 16; Milton, 18; Union, 44. Total, 78; amount, $80 34.

KERN.—Havilah, 75; Kern Island, 76; Linn's Valley, 89; Tiachepe, 64. Total, 304; amount, $313 12.

KLAMATH.—Klamath, 56; Trinidad, 99; Orleans, 55. Total, 210; amount, $216 30.

LAKE.—Cinnabar, 26; Morgan Valley, 25; Lower Lake, 89; Burn's Valley, 28; Excelsior, 49; Loconomi, 76; Rincon, 61; Uncle Sam, 36; Kelsey Creek, 41; Big Valley, 63; Lakeport, 70; Pleasant Grove, 72; Blue Lake, 24; Upper Lake, 100. Total, 760; amount, $782 80.

LASSEN.—Susanville, 143; Richmond, 31; Susan River, 37; Janesville, 40; Lake, 39; Soldier Bridge, 10; Milford, 47. Total, 347; amount, $357 41.

LOS ANGELES.—Alameda, 103; Anaheim, 222; Azuza, 123; Ballona, 129; Bog Dale, 68; Cienega, 132; El Monte, 69; Green Meadows, 241; La Puenta, 110; Los Angeles, 1,477; Los Nietos, 152; Maizland, 108; New River, 49; Old Mission, 191; Santa Ana, 275; San Antonio, 65; San Fernando, 63; San Gabriel, 225; San José, 136; San Juan, 152; Silver, 55; Soledad, 98; Spring, 29; Wilmington, 152. Total, 4,424; amount, $4,556 72.

MARIPOSA.—Mariposa, 142; Hornitos, 159; Coulterville, 107; Bear Valley, 85; Quartzburg, 62; Princeton, 21; Sherlock's, 40; Sebastopol, 33; Cathay's Valley, 94; Hunter's Valley, 56. Total, 799; amount, $822 97.

MARIN.—San Rafael, 132; San Quentin, 32; San Antonio, 62; Chileno Valley, 16; American Valley, 55; Sancileto, 83; Aurora, 64; Olima, 29; Bolinas, 27; Halleck, 35; Dixie, 165; Novatto, 51; Franklin, 32; Tomales, 57; Ross' Landing, 57; Nicasio, 60; Clark, 26; Garcia, 75; Bay District, 49; Estero, 25. Total, 1,110; amount, $1,143 30.

MERCED.—Jefferson, 388; Jackson, 98; Merced Falls, 80; Mariposa, 52; Pioneer, 56; Dry Creek, 16; McSwain, —; Bear Creek, —; Lone Tree, —. Total, 690; amount, $710 70.

MONO.—North Antelope, 12; Antelope, 21; Bridgeport, 30; Bishop Creek, 63; Round Valley, —. Total, 126; amount, $129 78.

MENDOCINO.—Anderson, 54; Albion, 20; Big River, 72; Buchanan, 108; Counts, 64; Cayote, 31; Central, 48; Calpella, 33; Cuffee's Cove, 38; Caspar, 42; Eel River 62; Fish Rock, 21; Gualala, 26; Gaskill, 37; Indian Creek, 29; Little River, 20; Little Lake, 66; Upper Little Lake, 66; Long Valley, 100; Mill Creek, 42; Manchester, 71; Navarro, 23; Oriental, 48; Potter Valley, 61; Round Valley, 98; Rancheria, 46; Redwood, 51; Sanel, 87; Sherwood, 39; Union, 58; Ukiah, 237; Walker Valley, 16. Total, 1,814; amount, $1,868 42.

MONTEREY.—Alisal, 77; Carneros, 46; Carmello, 76; Carrolton, 87; Castroville, 143; Lindley, 67; Mountain, 57; Monterey, 417; Natividad, 140; San Fe-

lipe, 67; San Antonio, 97; San Juan, 272; Spring, 124; Springfield, 53; Tembledero, 90; San Benito, 132; Santa Rita, 112; Salinas City, 145; Hollister, 62. Total, 2,264; amount, $2,331 92.

Napa.—Berryessa, 53; Buchanan, 72; Capells, 39; Carneros, 31; Cherry Valley, 28; Chiles, 62; Chiles Valley, 19; Franklin, 12; Calistoga, 98; Howard, 48; Jefferson, 33; Liberty, 38; Mountain, 33; Napa City, 445; Oak Grove, 41; Oakville, 40; Putah, 35; Pope Valley, 32; Redwood, 53; Salvador, 37; Soda Cañon, 35; Suscol, 58; St. Helena, 224; Tucker, 39; Upper Cope, 41; Wooden Valley, 33; Yount, 48. Total, 1,727; amount, $1,778 81.

Nevada.—Altamont, 15; Allison Ranch, 143; Birchville, 56; Blue Tent, 26; Bear River, 30; Chalk Bluff, 60; Clear Creek, 52; Cherokee, 54; Columbia Hill, 58; Forest Springs, 168; French Corral, 86; Grass Valley, 976; Graniteville, 50; Indian Springs, 40; Kentucky Flat, 46; Little York, 37; Lime Kiln, 39; Liberty Hill, 23; Lake City, 28; Moore's Flat, 85; Moony Flat, 38; Nevada, 641; North San Juan, 157; North Bloomfield, 48; North Star, 97; Oakland, 115; Omega, 39; Pleasant Valley, 49; Quaker Hill, 32; Rough and Ready, 81; Relief Hill, 22; Spencerville, 35; Sweetland, 84; Selby, 41; Truckee, 257; Union Hill, 104; Washington, 57; Willow Valley, 26. Total, 3,995; amount, $4,114 85.

Placer.—Auburn, 133; Bath, 50; Blue Cañon, 31; Cisco, 30; Coon Creek, 45; Christian Valley, 18; Dry Creek, 22; Deadwood, 11; Dutch Flat, 177; Damascus, 18; Excelsior, 23; Franklin, 32; Forest Hill, 167; Fairview, 14; Gold Hill, 37; Gold Run, 114; Iowa Hill, 75; Illinoistown, 163; Last Chance, 23; Lisbon, 24; Lincoln, 69; Lone Star, 16; Michigan Bluff, 79; Mt. Pleasant, 38; Neilsburg, 29; Newcastle, 39; Norwich, 39; Ophir, 65; Pleasant Grove, 11; Rattlesnake, 66; Rock Creek, 39; Rocklin, 100, Roseville, 44; Smithville, 25; Stewart's Flat, 35; Todd's Valley, 65; Union, 12; Wisconsin Hill, 44; Washington, 28; Yankee Jim's, 69. Total, 2,109; amount, $2,172 27.

Plumas.—Antelope, 10; Beckworth, 34; Crescent, 30; Genesee, 10; Greenville, 54; La Porte, 89; Mohawk, 31; Pioneer, 36; Pilot Peak, 25; Plumas, 11; Quincy, 52; Rocky Point, 10; Spanish Peak, 34; Summit, 30; Seneca, 51; Taylor, 77; Union, 14. Total, 598; amount, $615 94.

Sacramento.—Alabama, 65; American, 36; American River, 69; Ashland, 44; Brighton, 32; Buckeye, 34; Carson Creek, 36; Centre, 21; Davis, 19; Dry Creek, 36; Eagle Point, 10; Elk Grove, 44; Elder Creek, 42; Enterprise, 58; Excelsior, 38; Franklin, 63; Georgiana, 32; Granite, 190; Grant, 32; Hicksville, 54; Jackson, 43; Katesville, 20; Kinney, 73; Laguna, 20; Lincoln, 45; Michigan Bar, 90; Mokelumne, 24; Natoma, 37; Oak Grove, 27; Onisbo, 37; Pacific, 37; Pleasant Grove, 88; Point Pleasant, 29; Prairie, 25; Richland, 29; San Joaquin, 49, Stone House, 52; Sutter, 80; Sylvan, 75; Union, 61; Viola, 48; Washington, 63; Walnut Grove, 13; West Union, 49; White Rock, 30; Wilson, 28; Sacramento, 2,909, Total, 5,036; amount, $5,187 08.

San Bernardino.—American, 76; City, 246; Chino, 85; Central, 52; Jnape, 60; Mill, 22; Mission, 104; Monnt Vernon, 114; Riley, 76; Santa Ana, 67; San Salvador, 173; San Timoteo, 67; Temescal, 62; Warm Springs, 149. Total, 1,353; amonnt, $1,393 59.

San Diego.—San Diego, 490; Milqnatae, 53; New San Diego, 82; San Jacinto, 74. Total, 700; amonnt, $721 00.

SAN FRANCISCO.—Total, 25,785; amount, $26,558 55.

SAN JOAQUIN.—August, 46; Athearn, 28; Alpine, 42; Burwood, 33; Brunswick, 41; Calaveras, 23; Corral Hollow, 61; Castle, 51; Chartville, 29; Charity Dale, 22; Columbia, 43; Davis, 37; Douglass, 64; Dry Creek, 60; Delphi, 59; Elkhorn, 29; Everett, 44; Enterprise, 30; French Camp, 54; Franklin, 27; Fairview, 29; Greenwood, 40; Grant, 38; Henderson, 39; Harmony Grove, 32; Houston, 61; Linden, 107; Liberty, 88; Live Oak, 28; Lincoln, 31; Lone Tree, 23; Lafayette, 34; Lockeford, 77; Moore, 40; Madison, 42; Mokelumne, 47; Mount Carmel, 39; McKamy, 64; New Jerusalem, 51; North, 125; Pacific, 62; Pittsburg, 55; Rustic, 30; River, 25; South, 122; Stockton, 1,312; Salem, 23; Shady Grove, 27; San Joaquin, 34; Telegraph, 54; Tulare, 49; Turner, 39; Union, 41; Vineyard, 166; Van Allen, 47; Woods, 67; Wheatland, 22; Washington, 35; Weber, 57; Wildwood, 60; Willow, 68; Zinc House, 57. Total, 4,304; amount, $4,433 12.

SAN LUIS OBISPO.—Arroyo Grande, 96; Santa Fé, 118; Mission, 350; Excelsior, 57; Central, 60; Cayucas, 48; Franklin, 32; Olmsted, 25; Mammoth Rock, 41; Santa Rosa, 33; Hesperian, 57; San Simeon, 83; Nascimiento, 49; Salinas, 45; San José, 41. Total, 1,145; amount, $1,179 35.

SAN MATEO.—San Bruno, 103; San Mateo, 105; Belmont, 51; Redwood City, 322; Searsville, 90; Greersburg, 66; Laguna, 85; Half Moon Bay, 222; Purissima, 48; West Union, 42; Jefferson, 65; Milbrae, 51; Tunis, 51; San Gregorio, 50; Peseadero, 97; Bell, 103. Total, 1,551; amount, $1,597 53.

SANTA CLARA.—Berryessa, 75; Braly, 62; Burnett, 49; Calaveras, 29; Cambrian, 55; Carnadera, 76; Encinal, 55; Evergreen, 76; Franklin, 62; Gilroy, 272; Guadalupe, 64; Hamilton, 50; Hester, 131; Highland, 28; Hill, 280; Jackson, 67; Jefferson, 60; Laguna, 29; Lexington, 43; Lincoln, 47; Los Gatos, 69; Live Oak, 45; Mayfield, 201; Millikin, 55; Milpitas, 55; Mission Peak, 4; Moreland, 76; Mountain View, 151; Mount Pleasant, 37; New Almaden, 178; Oak Grove, 81; Orchard Street, 88; Pala, 39; Pioneer, 105; Redwood, 85; Rhodes, 50; San Antonio, 48; Santa Clara, 497; San Felipe, 27; San José, 1,549; San Ysidro, 114; Sierra, 32; Silver Creek, 67; Summit, 23; Union, 65; Willow Glen, 81; Collins, 25. Total, 5,648; amount, $5,817 44.

SANTA CRUZ.—Santa Cruz, 751; Pajaro, 471; San Andreas, 28; Mountain, 46; Oak Grove, 132; Petroleum, 17; Happy Valley, 35; Hazel Brook, 19; El Jarro, 37; Railroad, 43; Scott's Valley, 41; San Lorenzo, 59; Bay View, 81; Green Valley, 74; Carlton, 75; Soquel, 209; Union, 74; Grant, —; Aptos, 51; Roache, 116; Bowlder Creek, 18; Summit, 26. Total, 2,403; amount, $2,475 09.

SHASTA.—Shasta, 168; Roaring River, 17; Millville, 87; Clear Creek, 46; Eagle Creek, 37; Pitt River, 56; Fall River, 52; Burney Valley, 14; Cañon House, 23; French Gulch, 71; Little Cow Creek, 41; Whiskytown, 30; Cottonwood, 18; Texas Springs, 17; Stillwater, 28; Middletown, 16; Piety Hill, 49; Buckeye, 15; American Ranch, 17; Parkville, 34; Oak Run, 14; Clover Creek, 43; Oak Knoll, 27; Sierra, 72. Total, 987; amount, $1,016 61.

SANTA BARBARA.—Santa Barbara, 848; Rafuela, 118; Pleasant Valley, 58; Montecito, 108; Carpenteria, 149; Pedregoso, —; San Buenaventura, 330; Santa Paula, 79. Total, 1,690; amount, $1,740 70.

Sierra.—Downieville, 202; Goodyear's, 62; Forest City, 37; Alleghany, 74; Table Rock, 492; Gibsonville, 57; St. Louis, 31; Union, 68; Eureka, 34; Morristown, 14; Sierraville, 53; Loyalton, 42; Plum Valley, 33; Mount Pleasant, 22; Alpine, 17; Antelope, 12; Washington, 27; Alta, 31; Butte, 19; Rocky Point, 18; Minnesota, 24. Total, 1,067; amount, $1,099 01.

Siskiyou.—Ash Creek, 50; Big Valley, 25; Butteville, 50; Cedar Park, 14; Center, 54; Cottonwood, 46; Deep Creek, 40; Douglas, 24; Eagleville, 22; East Fork, 20; Franklin, 30; Gordon Valley, 25; Goose Lake Valley, 24; Hawkinsville, 24; Humbug, 32; Lincoln, 42; Little Shasta, 50; Mill Creek, 60; Mount Bidwell, 14; Mount Shasta, 22; Oro Fino, 46; Quartz Valley, 24; Scott River, 60; Scott Valley, 94; Shasta Valley, 24; South Fork, 32; Surprise Valley, 20; Table Rock, 30; Union, 20; Vineland, 30; Washington, 46; Willow Creek, 60; Yreka, 286. Total, 1,440; amount, $1483 20.

Solano.—Alamo, 41; American Cañon, 42; Benicia, 340; Binghamton, 56; Bunker Hill, 58; Crystal, 127; Centre, 66; Dover, 44; Denverton, 21; Dickson, 27; Esmeralda, 44; Egbert, 72; Fairfield, 107; Grant, 67; Green Valley, 72; Gomer, 28; King, 41; Mountain, 16; Maine Prairie, 75; Montezuma, 68; Oak Dale, 33; Owens, 39; Pitts, 69; Pleasant Valley, 16; Putah, 18; Pleasant Hill, 12; Rio Vista, 79; Rockville, 68; Suisun, 74; Solano, 44; Silveyville, 185; Salem, 32; Tremont, 65; Ulatis, 154; Union, 54; Vallejo, 864; Wolfskill, 15. Total, 3,233; amount, $3,329 99.

Sonoma.—American Valley, 35; Alexander, 23; Alpine, 22; Big Valley, 16; Burnside, 36; Bloomfield, 96; Bodega, 63; Burns, 51; Canfield, 26; Cinnabar, 40; Court House, 463; Cloverdale, 86; Copeland, 29; Coleman Valley, 31; Dry Creek, 79; Dunbar, 95; Dunham, 60; Enterprise, 31; East Petaluma, 77; Eureka, 38; Eagle, 27; Fisk's Mill, 23; Guallala, 30; Geyserville, 51; Green Valley, 36; Guillicus, 15; Guilford, 46; Hearn, 30; Hall, 49, Hill, 46; Healdsburg, 318; Hamilton, 87; Harvey, 39; Iowa, 61; Independence, 39; Knight's Valley, 32; Laguna, 62; Liberty, 39; Lafayette, 54; Lake, 35; Lewis, 35; Lakeville, 38; Lone Redwood, 42; Miriam, 155; Mill Creek, 50; Manzanita, 13; Mark West, 52; Mountain, 28; Mount Vernon, 24; Maacama, 25; Monroe, 38; Oriental, 40; Occidental, 60; Oak Grove, 92; Payran, 53; Petaluma, 689; Pacific, 37; Piner, 55; Pleasant Hill, 48; Potter, 101; Redwood, 74; Russian River, 36; Rincon, 48; Strawberry, 45; Santa Rosa, 33; Scotta 54; Stony Point, 39; Salt Point, —; Stewart's Point, 23; Steuben, 36; Sonoma, 235; Sotoyome, 58; San Antonio, 39; Star, 30; Tarwater, 31; Todds, 35; Washington, 37; Windsor, 90; Walker, 33; Waugh 34; Watmaugh, 27; Wallace, 40; Wilson, 29; Wrights, 34. Total, 5,361; amount, $5,521 83.

Stanislaus.—Adamsville, 129; Bachelor Valley, 48; Belpassi, 27; Branch, 81; Bonita, 47; Buena Vista, 53; Dry Creek, 30; Emery, 83; Empire, 29; Farm Cottage, 38; Garner, 38; Grant, 39; Haight, 37; Jackson, 57; Jones, 48; Junction, 89; McHenry, 46; Orestimba, 44; Paradise, 67; Rowe, 24; Tuolumne, 38; Washington, 74; White Oak, 36; White Crow, 28; Davis, 75. Total, 1,305; amount, $1,344 15.

Sutter.—Auburn, 81; Barry, 36; Bear River, 32; Brown's, 44; Buttesylvania, 18; Brittan, 67; Central, 30; Columbia, 18; Fairview, 17; Franklin, 26; Gaither, 48; Grant, 64; Illinois, 44; Jefferson, 29; Knight's, 23; Lee, 31; Lincoln, 38; Live Oak, 55; Marcum, 24; Meridian, 22; Nicolaus, 27; North Butte,

28; Rome, 34; Salem, 18; Slough, 26; Sutter, 27; Union, 49; Vernon, 32; Washington, 40; West Butte, 46; Winship, 36; Yuba, 56. Total, 1,166; amonnt, $1,200 98.

TEHAMA.—Red Bluff, 264; Coast Range, 45; Stony Creek, 31; Lassen, 39; Paskenta, 40; Cottonwood, 46; Red Bank, 12; Antelope, 66; Sierra, 62; Oat Creek, 27; Tehama, 83; Toomes, 33; Reed's Creek, 20. Total, 768; amount, $791 04.

TRINITY.—Weaverville, 155; North Fork, 35; Lewiston, 43; Bates, 12; Douglas City, 68; Trinity Centre, 30; Hay Fork, 37; Oregon Gulch, 49; Cox's Bar, 19. Total, 448; amount, $461 44.

TULARE.—Cottonwood, 83; Deep Creek, 65; Elbow, 24; Elbow Creek, 44; Fitzgerald, 41; Farmersville, 79; Keweah, 88; King's River, 40; Outside Creek, 41; Oak Grove, 84; Packwood, 42; Rock Ford, 59; Tule River, 108; Union, 40; Visalia, 246; Venice, 28; Vandalia, 76; Willow, 39. Total, 1,227; amonnt, $1,263 81.

TUOLUMNE.—Sonora, 411; Columbia, 370; Shaw's Flat, 87; Springfield, 102; Tuttletown, 95; Jamestown, 141; Poverty Hill, 79; Curtis Creek, 86; Summerville, 50; Confidence, 36; Montezuma, 55; Chinese Camp, 74; Don Pedro's Bar, 37; Green Springs, 66; Big Oak Flat, 150. Total, 1,839; amonnt, $1,894 17.

YOLO.—Woodland, 350; Buchanan, 51; Washington, 96; Cottonwood, 57; Prairie, 52; Cache Creek, 35; Grafton, 145; Franklin, 39; Putah, 42; Buckeye, 48; Cacheville, 60; Grand Island, 9; Merritt, 56; Fillmore, 53; Plainfield, 87; Willow Slough, 35; Monument, 20; Pine Grove, 47; Cañon, 53; Union, 54; Woodland Prarie, 14; Richland, 5; Sacramento River, 31; Monitor, 61; Eureka: 43; Gordon, 70; Capay, 49; Fairfield, 34; Enterprise, 26; Liberty, 29; Vernon, 21; Pleasant Prairie, 58; Fairview, 65; Spring Lake, 23; Yolo, 55; Mount Pleasant, 25. Total, 1,998; amount, $2,057 94.

YUBA.—Bear River, 53; Brophy, 38; Brown's Valley, 67; Buckeye, 25; Cordua, 40; Dobbin's Ranch, 40; Elizabeth, 28; Garden Valley, 18; Greenville, 29, Hansonville, 24; Honcut, 39; Indiana Ranch, 53; Junction, 14; Linda, 49; Long Bar, 21; Marysville, 797; McDonald, 22; New York, 87; Oak Valley, 31; Oregon House, 56; Park, 36; Peoria, 33; Plumas, 83; Rose Bar, 109; Slate Range, 95; Spring Valley, 42; Strawberry Valley, 41; Timbuctoo, 77; Virginia, 34; Yuba, 46. Total, 2,127; amount, $2,190 81.

O. P. FITZGERALD, *Supt. Public Instruction.*

CALIFORNIA EDUCATIONAL SOCIETY.

THE meeting of the State Institute in San Francisco during the month of September, will furnish the California Educational Society another opportunity of furthering the ends of its organization.

The evident unfairness of transacting important business when only a small part of the members could reasonably be expected to be present, has deterred me from calling a meeting during the year.

The State Superintendent will probably make arrangements for the meeting of the Society during the session of the Institute; so that there will be ample time for the transaction of business. The Society ought to hold one private meeting for the election of officers and new members, the consideration of its financial affairs and other private matters, but I know of no good reason why its other business might not be properly transacted in the presence of the whole body of teachers present.

It will be profitable for members to give some thought to what ought to be considered at these meetings, and to have the matter they intend to present thoroughly digested, and prepared in business-like shape.

BERNHARD MARKS, President.

TO TEACHERS AND TRUSTEES.

REASONS FOR ATTENDING THE STATE TEACHERS' INSTITUTE AT SAN FRANCISCO, BEGINNING SEPTEMBER 18TH, 1870.

1. To comply with the law. The law requires me to hold the Institute. The obligation on the part of teachers to attend, is unquestionable. The law was not intended to be a dead letter.

2. The cause of education needs the stimulus of such an occasion. The meeting of a thousand teachers in convention, is an inspiring event, calculated to awaken the interest and increase the professional pride and enthusiasm of every individual present.

3. The conduct and discussions of such a body, have a tendency to enlarge the views, and liberalize the spirit of educators.

4. It is already certain, that a large number of the leading teachers of the State will be present, and will give the results of their experience, reading and observation for the benefit of the cause.

5. Teachers should come, for they need enlightenment and stimulation.

6. Trustees should come for the same reason.

7. The cool breezes of San Francisco will be delightful to visitors from the interior.

8. The hospitalities of the San Francisco teachers, will be characteristically cordial toward their visitors.

So, come one, come all; and let the advancing cause of popular education in California, receive a fresh impetus!

O. P. FITZGERALD, *Supt. Public Instruction.*

REPORT OF PUPLIC SCHOOLS.

ROLL OF HONOR.

SHARON VALLEY SCHOOL, *Yuba County.* Edwin B. Hagus, Teacher. For month of June, 1870:

Masters—William Semmon, Thos. Thurston, Samuel Thurston, Thomas Gomez, Albert Folsom, Hiram Folsom, Willard Way, James Way and Ira Stephens. Misses—Ella Daggett, Alice Daggett, Annie Kinnear, Mary Kinnear, Annie Semmon, Katie McCarthy, Maggie McCarthy, Isabelle Beever and Ellen Stephens.

FARMINGTON SCHOOL, *San Joaquin County.* Charles H. Marks, Teacher. For month of June, 1870:

James Morrow, Winfield Harrold, Robert Morrow, Montague Harold, Grant Campbell, John Campbell, John Morrow, James Kimberling, Columbus Smith, Frank Smith, Eugene Campbell. Esther Ann Burnett, Mollie Harrold, Sarah Burnett, Lizzie Copeland, Nancy Copeland, Voloma Coker, Minnie Tew, Nancy Tew.

FIDDLETOWN PUBLIC SCHOOL, *Amador County.* Robert Taylor, Jr., Teacher. For term ending June 10, 1870:

Grammar Division—Charles Norton, Edward Jameson, Wm. Fuller, Edward Drew, G. W. Goodwin, Ella Bates, Frank Taylor, Eva Castater, Victoria Norton, Mary Kinch, Milicent Mettler, Mary G. Burt, Carrie Fitzgerald, Hattie B. Farnham, Grace Neff, Maggie Weston, Hester Anderson, Susan Chote, and thirty-six of the Primary and Intermediate Division. Whole number enrolled, 87; average daily attendance, 82.

MESILLA VALLEY PUBLIC SCHOOL, *Butte County.* T. J. Lyon, Teacher. For term ending June 27, 1870:

Augusta White, Gertrude Heckart, Watt Pence, Bell White, Eugene Vanness, Emma White, Frank Heckart, Henrietta Stewart, Frances White, Frank Knox, Custer Vanness, Samuel Dewey, Fanny Pence, Robert Stewart, William Applegate and Thomas McEldowney.

SOUTH SAN DIEGO GRAMMAR SCHOOL. *San Deego County.*—J. A. Spencer Teacher. The foilowing is a list of the names of pupils placed upon the Roll of Honor in the Grammar Department of the South San Diego Public School:

Wm. Hunsaker, Herbert Chase, Bayard Hubbs, Wiley Groesbeck, Celina Corder, Grace Shellenberger, Kate Wade, Josie Clark, Mary Moran, Teresa Tracy, Hannah Jones.

PINE GROVE SCHOOL. *Amador County.*—A. N. Clark. Teacher. For the term commencing April 14th, and ending August 19th, 1870:

Ella Brierly, Carrie Austin, Delia Droyer, Annie Droyer, Carrie Stebbins, Sarah McBride, Mary McBride, Minnie Marsh,

John Rinehart, Ottis Rinehart, Thomas Lowry, Judson McBride, Charles Laveso.

Suisun City Public School. *Solano County.*—C. W. Childs, Teacher. For term ending June 1st, 1870:

Louisa Walther, Nathan Frank, Freddie Frank, Henrietta Jackson, Mary Higgins, James Mason, Wm. Richardson, Ida Gillespie, Belle Richardson, John Kinlock, Delia Gillespie, Geo. Donaldson, Annie Walther, Dora Perine, Wm. Norman, Nora Perine, Addie Barnes, Nellie Breck, Albert Richardson, William Kennedy, Frances McEwing, Luella Gillespie, Albert Pringle, Addie Owen, Edgar Wilson, Calvin Webster, Lizzie Brower, James Jackson, Emma Keeney, Frank Barnes.

San Antonio Public School. *Marin County.*—N. H. Galusha, Teacher. Term ending June 21st, 1870:

Spencer Rutherford, Sarah Rutherford, Thomas Rutherford, Perry Bradley, James Pemberton.

REPORT OF THE STATE PRISON SCHOOL AND LIBRARY,

FOR THE MONTH OF JULY, 1870.

Whole number of prisoners enrolled as pupils	154
Average attendanbe at school	110
Number of Chinese belonging to the school	18
" Mexicans " " "	16
" Indians " " "	3
" Negroes " " "	5

Nearly one half of the entire number in attendance have had little, if any, instruction in school previous to their admission to the Prison School. A few are well educated, and render important service as assistant teachers.

Total number Volumes loaned from the Prison Library during month	1492
Average number per day	55

CLASSIFICATION:

Roman Catholic Works	30	Science	50
Protestant Religious Works	145	Poetry	15
Travels	120	Spanish Works	20
History	210	German "	25
Biography	115	French "	15
Romance	744		

A valuable donation of books to the Prison Library has been received from the Mercantile Library Association, San Francisco.

The prisoners are also under obligations to the publishers of the *Call*, *Examiner*, and *Courier de San Francisco*, for several valuable packages of exchanges which have been distributed among them, and thankfully received.

C. C. Cummings, *Instructor.*

Monterey Teachers' Institute.—The Monterey Teachers' Institute was a decided success. The State Superintendent was highly gratified with what he saw and heard on that occasion. The proceedings will appear in the next number of The Teacher.

Book Table.

Outlines of History: With Original Tables, Chronological, Genealogical and Literary. By Robert H. Labberton. Philadelphia. Caxton, Kemsen & Haffelfinger, Nos. 819 and 821 Market street. 1870.

The plan of the work, briefly stated, is this: The pupil is supposed to have committed to memory the Table of Contents, and the Chronological Table; the latter consists of 420 dates, exhibiting the representative men of all ages *at that particular period of their lives in which their influence for good or evil was at its height*. Having done this, and learned, as it were, the central thread of the world's history, he has a standard in time, and space and thought for every fact upon which his mind is required to form a judgment. The method is likely to cause the most lasting impression on the mind, and at the same time it enables both teacher and pupil to utilize all the knowledge they may have in elucidating the subject, while the facts are laid up in memory for future use. The sagacious teacher can very easily remedy the few instances of bad judgment displayed in selecting and omitting illustrative events and individuals. A. Roman & Co.

White's Arithmetics.

The series consists of the Primary, the Intermediate, and the Complete Arithmetic, published by Wilson, Hinkle & Co., Cincinnatti, Ohio. The author claims, and we think truly, that the series has three distinct features: 1. It combines Mental and Written Arithmetic in a practical and philosophical manner. 2. It faithfully embodies the inductive method of teaching. 3. It is specially adapted, both in matter and method, to the grade of pupils for which it is intended. We illustrate the *second* point mentioned only, and that by saying, seventy pages of the Primary are taken up *in developing the idea*, before the child is confronted with a single definition. Undoubtedly this is a clear and logical treatise on the subject of arithmetic.

The American Colleges and the American Public. By Noah Porter, D.D., Professor in Yale College, New Haven, Conn. Charles C. Chatfield & Co. 1870.

A venerable functionary of our land has been impeached. The tribunal before which the accused has to appear is no less than the whole American people. And since most of the witnessing in the case thus far has been in behalf of the plaintiff, (who belongs to a class not easily described), one is really refreshed at the bare thought of a word from or in behalf of the defendant—*the colleges*. One thing at least can be said for the volume before us: its author, whatever may be said of his views, shows that he has some knowledge of the subject on which he writes. As much cannot be said for the authors of a great deal of what one meets with now from press and platform, about "Progress," "Natural Development," "Practical Utility," *et cetera*. The true function of the American College is intelligently stated; and we advise all candid persons to read what is said about it before adopting conclusions on a subject so very important. We commend the volume to the Regents of our State University at this time, when they are on the point of throwing somewhat of a tub to the popular whale in the shape of "a fifth class." By all means keep the *university*, the *college*, the high school and common school courses distinct; let them co-operate, but not commingle.

MATERNITY: A Popular Treatise for Young Wives and Mothers. By TULLIO SUZZARA VERDI, A.M., M.D., of Washington, D. C., graduate of the Gymnasium of Literature and Science, Mantua, Italy; of the Pennsylvania, Homeopathic Medical College; Clinical Student of the Philadelphia Hospital, Blockley; formerly Associate Physician of the New York Lying-in Asylum; Member of the American Institute of Homeopathy; of the Hahnemann Medical Institute of Philadelphia, etc. New York. J. B. Ford and Company. 1870.

The reader is introduced to this volume by a forcible and well written preface, in which the author states his belief in "Homeopathy"—*similia similibus curantur*"—as the law of cure in the diseases to which human nature is subject. At the same time *specifics* and *adjuvants* are not ignored or condemned as remedial agents. It is a popular treatise in which some very *practical* subjects are discussed in a very practical manner. A. Roman & Co., San Francisco.

MAURY'S GEOGRAPHICAL SERIES.

The complete series consists of "FIRST LESSONS IN GEOGRAPHY;" "THE WORLD WE LIVE IN;" "MANUAL OF GEOGRAPHY;" and "PHYSICAL GEOGRAPHY." Published by C. B. Richardson, New York. 1869.

We have seen the first and second books of this series, and think them good. Geography in them is presented in such a manner, with such reference to what is *retainable* in the memory of the young, that there is no need of lumbering the pupil's mind with a mass of disjointed facts which have not been so systematized that he can comprehend and retain them. Throughout, the treatment is simple, easy, philosophical. In the hands of a teacher who has caught their spirit, and has the skill to apply it, geography could be considered a dry study only by those pupils who are incorrigibly stupid.

WOMAN'S MEDICAL COLLEGE: Of the New York Infirmary.

We have received the Annual Catalogue of this Institution for 1870. It shows the "Woman's College" to be progressing. The number of graduates for 1870, is five; the class for 1870 numbers twenty-six.

THE SCHOOL REPORTER.

This is an elegant little periodical, published by the students of the Santa Clara Public School. Such enterprise in the school-room is worthy of all praise. An unprogressive teacher could not exist in such an atmosphere as fills that school. Both the School and the Reporter have a discriminating manager in the person of Mr. C. B. Towle.

I. N. CHOYNSKI

Antiquarian Book Store

146 SECOND STREET,

SAN FRANCISCO.

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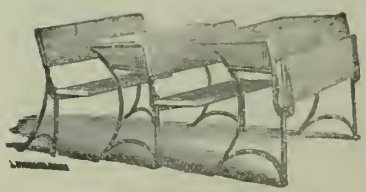
SCHOOL FURNITURE.



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